

# Development Of Linguistic Personality In The Context Of Digital Communication

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**Received:** 30 September 2025 **Accepted:** 23 October 2025 **Published:** 28 November 2025

## ABSTRACT

The swift proliferation of networked technologies has revolutionized quotidian communication practices and established novel conditions for the development and expression of linguistic identity. This article utilizes the anthropocentric paradigm in contemporary linguistics to analyze the ways in which online interaction modifies the structure, functions, and developmental trajectories of the linguistic personality. The research integrates theoretical examination of seminal texts on linguistic personality and anthropolinguistics with an interpretative assessment of contemporary studies on digital discourse and online identity, enhanced by illustrative instances from social networks, messaging applications, and digital learning platforms. The analysis indicates that the conventional three-tiered framework of linguistic personality (verbal-semantic, cognitive, and pragmatic) continues to be applicable, yet each tier experiences significant alterations in digital contexts. Multimodal resources, translanguaging practices, algorithmically curated communication spaces, and the rise of networked publics amplify the dynamics of self-presentation and identity formation. Simultaneously, phenomena such as speech aggression, discourse fragmentation, and platform-driven standardization pose risks to the integrity of the linguistic personality. The article posits that in the digital age, the cultivation of a "elite" linguistic personality necessitates the deliberate enhancement of digital communicative competence, critical media literacy, and ethical responsibility. The results have ramifications for linguodidactics, language policy, and additional investigations into online discourse as a pivotal arena for the formation and negotiation of contemporary linguistic identities.

**Keywords:** Linguistic personality; digital communication; online identity; anthropolinguistics; multimodality; linguodidactics.

## Introduction

Digital technologies have emerged as a ubiquitous facilitator of social interaction, significantly transforming the circumstances of language acquisition, utilization, and contemplation. Social networks, instant messaging services, blogs, streaming platforms, and online learning environments generate a communicative space where written, oral, and visual modalities converge, facilitating the discursive construction of a substantial portion of human experience. In this context, the inquiry into the impact of a technologically saturated environment on the development of linguistic identity becomes especially pertinent.

In the anthropocentric paradigm, linguistic personality refers to the individual as a language bearer, whose skills, knowledge, values, and communication strategies are expressed in texts and can be reconstructed from linguistic data. Expanding upon the concepts of W. Von Humboldt posited that language serves as a manifestation of worldview and identified the "speaking human" as the focal point of linguistic inquiry. Contemporary scholars conceptualize linguistic personality as a complex, multi-tiered system that integrates verbal-semantic resources, cognitive frameworks, and pragmatic behaviors.

Yu's classical works N. Karaulov, V. A. Maslova, V. I.

Karasik, and others primarily characterize this system in relation to conventional communication methods, where direct interaction, written texts, and institutional discourse prevail. But the rise of digital communication has created new types, formats, and ways of interacting that earlier models can't fully explain. Online platforms enable extensive self-communication, obscure the distinctions between private and public discourse, and promote the continual reconfiguration of identities. Studies on digital cognition, communication, and language within online communities reveal significant transformations in the characteristics of textual data, the concept of authorship, and the interplay between oral and written forms.

Recent research on linguistic personality indicates that this phenomenon is increasingly evident in media and digital environments. The digital world gives people more chances than ever to express themselves creatively, learn new words and styles, and join multilingual and transnational communities. Simultaneously, it engenders novel constraints and hazards: algorithmic filtration of information, format standardization, and the proliferation of hostile and manipulative rhetoric.

The main point of this article is to explain how digital communication affects the growth and use of the linguistic personality. The objective is not merely to delineate novel modalities of language utilization in digital environments, but also to analyze these modalities through the frameworks of anthropolinguistics and linguoculturology. The article aims to address several interconnected inquiries: how the structural dimensions of the linguistic personality are altered in digital contexts; which mechanisms connect online identity construction with linguistic behavior; and what pedagogical and ethical challenges emerge if the objective of language education is to cultivate a mature, value-driven linguistic personality.

Consequently, the objective of the study is to examine the evolution of linguistic personality within the realm of digital communication, employing the theoretical framework of anthropocentric linguistics and contemporary empirical research on online discourse. The originality of the approach resides in its endeavor to amalgamate traditional models of linguistic personality with modern characterizations of digital speech practices, while also delineating a linguodidactic framework for the intentional cultivation of a "digital" linguistic personality.

The research is theoretical and interpretive, grounded in

various complementary methodological frameworks. The anthropocentric approach is the first one. It sees language as being connected to the person who speaks it and sees the person as the main unit of linguistic analysis. In this tradition, the linguistic personality is reconstructed through texts and discursive practices, while linguistic data are interpreted in close connection with cognitive, social, and cultural parameters.

The second orientation is linguoculturology and linguopersonology, which stress how linguistic personality is shaped by the cultural traditions, value systems, and symbolic practices of a particular community. This viewpoint is crucial for comprehending how digital communication re-contextualizes cultural codes, hastens their dissemination, and introduces novel symbolic resources such as memes, emojis, and hashtags.

The analysis is grounded in two primary empirical sources. The first is a collection of theoretical and empirical works focused on linguistic personality, anthropolinguistics, and digital communication in linguistics, encompassing studies that delineate the structure and typology of linguistic personality, alongside research on online identity, digital discourse, and the utilization of regional and national languages in the digital realm.

The second source consists of illustrative examples derived from open online platforms, including public posts and comments on social networks, excerpts from messaging communications, blog entries, and materials from digital educational environments. These examples are utilized not as a statistically representative corpus, but as a demonstration of typical communicative strategies and linguistic forms inherent to digital interaction.

The research utilizes qualitative content analysis and discourse analysis methodologies. Focus is placed on lexical selections, graphic and multimodal strategies, code-switching patterns, methods of self-presentation, and interactional maneuvers that indicate identity stances and value orientations. Comparative analysis is employed to establish correlations between the observed phenomena and the levels of linguistic personality delineated in classical models. The study is exploratory and does not seek comprehensive classification; instead, it aims to delineate a conceptual framework regarding the influence of digital communication on the evolution of linguistic personality.

The theoretical synthesis and interpretive analysis facilitate the enhancement of the comprehension of linguistic personality in the digital age and the identification of several principal trends in its evolution.

First, the verbal-semantic level of linguistic personality is being renewed at a faster rate. People who speak today learn and use layers of vocabulary that have come about or become more popular in digital environments. These include neologisms related to technologies and platforms, abbreviations and acronyms, and hybrid forms that mix elements of different languages and registers. Emojis, stickers, gifs, and reaction icons are all examples of multimodal units. They are conventionalized signs that add to the meaning of words, change the emotional tone of a message, and create certain stylistic effects. These resources become part of the person's expressive toolkit and help them develop a unique way of speaking online.

Second, the cognitive level is affected by novel methods of information organization and perception. Hypertextual structures, algorithmic feeds, and constant switching between communication channels create a fragmented but intense engagement with many different discourses. The linguistic personality assimilates not only concepts linked to traditional cultural experiences but also ideas emerging from engagement in digital cultures, including virality, trending topics, platform algorithms, and visibility metrics. These ideas affect how people expect to communicate, how they interpret what others mean, and how they present themselves.

Third, the pragmatic aspect of linguistic personality undergoes transformation due to the emergence of novel communicative regimes. Digital platforms allow for mass broadcasting to audiences that aren't clearly defined, for conversations that happen at different times, and for joining networked communities that cross social and geographical lines. The same person may have different personalities in different digital spaces, each with its own style, tone, and set of rules. Influencer, gamer, moderator, educator, and activist are all examples of communicative roles that the linguistic personality takes on and negotiates with others.

All of these trends show that digital communication not only gives us new ways to express ourselves, but it also changes the balance between levels of the linguistic personality. The line between spoken and written forms becomes less clear. For example, messages look like they

were typed, but they also sound like they were spoken. Audio and video formats include typed comments and captions. Streams and podcasts have chat channels that create a hybrid space where speech and writing happen at the same time. This hybridity promotes the adaptable utilization of linguistic resources while simultaneously complicating the stability of norms and the standards for assessing speech culture.

A significant discovery pertains to the influence of online environments on the interplay between individuality and collectivity in linguistic personality. Digital platforms appear to amplify individualization: users create unique profiles, highlight personal preferences, cultivate distinctive modes of expression, and pursue acknowledgment of their individuality through likes, comments, and subscriptions. On the other hand, being part of algorithmically structured communities can have a strong effect on the linguistic personality by making it more similar to others. Trending formats, viral memes, and interaction patterns that are popular on certain platforms all encourage people to copy each other's language. This creates a conflict between expressing oneself creatively and following group rules, which is especially clear in digital spaces.

In conclusion, the analysis substantiates that digital contexts manifest the value dimension of linguistic personality. Online communication becomes a place where people constantly talk about and argue about their moral beliefs, political views, and cultural identities. Language use in digital spaces shows how people feel about diversity, tolerance, taking responsibility for what they say, and respecting others. Aggressive discourse, hate speech, and manipulative rhetoric indicate distortions of the value system, whereas respectful argumentation, inclusive language, and consideration for the interlocutor demonstrate advanced communicative and ethical maturity.

The results presented suggest that the evolution of the linguistic personality in the digital era is marked by ambivalence. Digital communication enhances linguistic repertoires, broadens the spectrum of potential identities, and provides novel avenues for engagement in public life. Simultaneously, it engenders particular risks to the integrity and ethical disposition of the individual articulated through language.

From an anthropolinguistic perspective, the conventional

three-tiered model continues to yield analytical value, albeit requiring a dynamic interpretation. The verbal-semantic level is always being filled with new words and phrases, some of which are new and some of which are stable parts of network discourse. Their active use may show that they are open to new ideas and can adapt creatively, but uncontrolled copying and borrowing can make it hard to tell the difference between styles and genres and make it harder to pick up on register and genre. The challenge for a developing linguistic personality is to learn new ways to talk without losing the ability to tell different types of conversations apart and pick the right way to say things.

The information ecology of digital media has an effect on the cognitive level. The variety of texts, the quick updates, and the non-linear navigation that are common on online platforms all encourage a "networked" way of thinking that can quickly switch between topics and connect unrelated pieces into flexible patterns. This can help with creativity and the ability to see unexpected semantic connections, but it might also make it harder to read deeply and make coherent arguments. To keep a balanced cognitive profile, you need to work on your reflective and critical thinking skills on purpose and come up with ways to handle information and attention flows.

On a practical level, digital communication allows people to try out different identities. Users can try out different ways of presenting themselves, interact with others using their real name or a fake name, and join groups based on their interests, language, region, or beliefs. Research on online communities centered around regional languages indicates that these platforms can enhance local identities, promote linguistic diversity, and foster novel expressions of solidarity.

But these same mechanisms can make echo chambers and polarization worse when the linguistic personality is mostly around people who think like them and doesn't often hear other points of view. In these circumstances, the capacity to sustain dialogic openness serves as a measure of maturity.

The ethical aspect needs special attention. Being anonymous and far away from others often makes people less self-controlled and socially responsible, which leads to insults, discrimination, and false information. For the linguistic personality, this signifies an inclination to detach language from moral responsibility. Anthropocentric

linguistics, on the other hand, says that personal values and linguistic behavior are the same thing. Consequently, linguistic education in the digital era must encompass not only the acquisition of technical skills and genre conventions but also the cultivation of ethical orientations, including respect for the interlocutor, awareness of the ramifications of speech acts, and preparedness to counter manipulative and detrimental discourses.

In linguodidactics, the objective of cultivating a "elite" linguistic personality assumes new significance. It encompasses proficiency in literary conventions and classical rhetorical strategies, as well as adeptness in navigating digital genres, the capacity to integrate various modalities, an awareness of intercultural subtleties within global networks, and a critical comprehension of platform dynamics. In the digital age, the elite linguistic personality has a wide range of language skills, stable values, and the ability to use language as a tool for constructive conversation instead of symbolic violence.

The analysis in this article substantiates that digital communication has emerged as a pivotal context for the evolution and expression of the modern linguistic personality. The linguistic personality is restructured by novel interaction modalities, multimodal expressive tools, and algorithmically organized communication environments, while maintaining the fundamental three-tiered framework established in classical anthropolinguistic literature. Changes in the verbal-semantic level are linked to the rise of digital neologisms, the use of graphic symbols, and the spread of multilingual hybrid forms. At the cognitive level, hypertextuality and the surplus of information foster the development of distinct patterns in attention, memory, and categorization. Online platforms facilitate extensive identity experimentation and engagement in various discursive communities at a pragmatic level.

These processes present substantial opportunities for self-actualization and the enhancement of communicative competence, while concurrently posing risks of fragmentation, standardization, and ethical deterioration in linguistic behavior. The integrity of the linguistic personality hinges on the capacity to amalgamate creative flexibility with a steadfast value core, and to utilize digital resources while maintaining an acute awareness of speech quality and accountability for one's words.

The study's findings underscore the necessity to reevaluate

educational objectives within linguodidactics and language policy. The development of a mature linguistic personality now necessitates the systematic enhancement of digital communicative competence, critical media literacy, intercultural sensitivity, and ethical reflexivity. Language education ought to establish an environment where learners not only acquire new forms and genres but also develop the ability to assess their effects on themselves and others, and to select strategies that promote dialogue, inclusion, and respect.

Subsequent research may encompass empirical investigations of distinct linguistic personalities manifesting in diverse digital contexts, comparative analyses of online behaviors across various linguistic and cultural communities, and the creation of diagnostic instruments that acknowledge the multimodal and interconnected characteristics of modern discourse. This kind of work will help us understand better how language, personality, and technology interact in the twenty-first century.

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